

## Job Opening Report

### Job Opening Summary

<b>Department</b>	018045(Mildura Senior College)	<b>Location</b>	Mildura Senior College
<b>Classification</b>	Ed Support Level 1-Range 2	<b>Role Type</b>	Teacher Aide
<b>Job Posting Title</b>	ES1-2 Aspiring Koorie Teachers (AKT) Now Program		
<b>Subjects/Duties</b>		<b>Level</b>	
<b>Begin Date</b>	06/10/2025	<b>End Date</b>	25/01/2027
<b>Regular/Temporary</b>	Fixed Term		
<b>Hours</b>	30.40		
<b>Reference #</b>	1487390		
<b>Contact Name</b>	Belinda Hudak		
<b>Phone</b>	03 5021 2911		
<b>School Website</b>	www.milsen.vic.edu.au		
<b>Apply By</b>	25/08/2025		

### Position Descriptions

<b>Visible</b>	Internal and External
<b>Description Type</b>	Conditions of Employment

#### Description

- All staff employed by the Department and schools have access to a broad range of employment conditions and working arrangements.
- Appointment of successful applicants will be made subject to a satisfactory pre-employment conditions check.
- A probationary period may apply during the first year of employment and induction and support programs provided.
- Detailed information on all terms and conditions of employment is available on the Department's Human Resources website at <http://www.education.vic.gov.au/hrweb/Pages/default.aspx>

<p><b>Visible Description Type</b></p>	<p><b>Internal and External EEO AND OHS Commitment</b></p> <p>Applicants seeking part-time employment are encouraged to apply for any teaching service position and, if they are the successful candidate, request a reduced time fraction. Such requests will be negotiated on a case-by-case basis and will be subject to the operational requirements of the school.</p> <p>The Department of Education is committed to the principles of equal opportunity, and diversity and inclusion for all. We value diversity and inclusion in all forms - gender, religion, ethnicity, LGBTIQ+, disability and neurodiversity. Aboriginal and Torres Strait Islander candidates are strongly encouraged to apply for roles within the Department. The Department recognises that the provision of family friendly, supportive, safe and harassment free workplaces is essential to high performance and promotes flexible work, diversity and safety across all schools and Department workplaces. It is our policy to provide reasonable adjustments for persons with a disability (see <a href="#">Workplace adjustment guidelines</a>).</p> <p>Additional support and advice on the recruitment process is available to Aboriginal and/or Torres Strait Islanders from the Koorie Outcomes Division (KOD) via <a href="mailto:marrung@education.vic.gov.au">marrung@education.vic.gov.au</a></p>
<p><b>Visible Description Type</b></p>	<p><b>Internal and External Role</b></p> <p>As specified Victorian Government Schools Agreement 2022, Attendance (5)(a)(i) Unless otherwise agreed, an education support class employee will be in attendance for 7.6 hours daily (for a full-time employee) between 7am and 6pm from Monday to Friday.</p> <p>Additional hours that may be required by this position are subject to the DET Time In Lieu arrangement (9)(a).</p> <p>An education support class position at this range will perform tasks that are carried out in accordance with guidelines, accepted practice, and school policy under supervision and direction. This may include coordination of other education support class staff within the work area or educational program.</p> <p>An education support class position supports the educational services being provided to students but must not include duties of a teacher as defined in clause 2.6.1 of the <i>Education and Training Reform Act 2006 (Vic)</i> or its successor. Supervision of students can be required individually or in groups up to 4 in controlled circumstances and where the responsibility for students remains clearly with a teacher.</p> <p>Certification and/or qualifications of up to three years can be required at this level (noting that Registered Nurse is not included at this level, the first level for which is Level 1 range 3).</p> <p>A role at this range may include:</p>

- Specific support tasks to achieve outcomes. Typically, this will involve accountability for a single function, (e.g. ensuring data is properly maintained) or the co-ordination of a work area under the direction of the principal or a manager.
- Assisting teachers, within an educational program, by undertaking specific support tasks or the coordination of the support function.
- Supervised health and wellbeing support tasks, medical intervention support tasks, or other specialised student/teacher support roles (e.g. enrolled nurses performing the role as described in schedule 3). These roles require specific qualifications and/or training, including roles where further training must be undertaken from time to time. The role is for a specific purpose, for which there will be direct accountability as opposed to support roles that are carried out by a range of staff performing routine tasks under direction.
- Technical tasks that require a sound knowledge of basic technical and/or scientific principles that are used to develop and adapt work methods and make judgements where there are clear guidelines and limited options. Routine technical support in libraries, science, and information technology would be typical examples.

An education support class position at this range commencing at the base will initially be limited to undertaking routine tasks that are carried out under close supervision and direction. Work that carries some degree of independence will generally involve a limited number of tasks performed on a regular basis where priorities are clear, procedures are well established, and direction is readily available. Subject to any specific qualification and/or training requirement, an education support class employee employed in this range may be progressively required to undertake coordination, specialised student/teacher support tasks, or technical tasks as experience in the role is gained.

<b>Visible</b>	Internal and External
<b>Description Type</b>	Other Information

This position is available to eligible Aboriginal and Torres Strait Islander peoples interested in undertaking the Aspiring Koorie Teachers (AKT) Now program. AKT Now supports candidates to work in Education Support and/or teaching paraprofessional roles while completing formal qualifications. To learn more, visit [AKT Now Program](#).

As a condition of employment candidates must be undertaking one of the two study options:

**Vocational Education Pathway:** Candidates must be willing to undertake a Certificate IV in School-Based Education Support course of study.

**Higher Education Pathway:** Candidates must already be studying an Initial Teacher Education (ITE) qualification at the level of:

third or fourth year of an undergraduate degree

be engaged in postgraduate ITE qualification

#### Description

and undertaking a minimum of 50% equivalent full-time study load at the time of assessment.

Participants will be employed in a Victorian government school under a fixed-term contract for up to 2-years, receive wrap-around support from cultural mentors to assist with completing their studies.

**Eligibility**  
To be eligible, applicants must:

Identify as Koorie (Aboriginal and/or Torres Strait Islander).

Be a Victorian resident.

Meet the specific requirements for either the Vocational Education or Higher Education pathways as outlined above.

**Visible**  
**Description Type** Internal and External  
Selection Criteria

**Description** **SC1** Demonstrated capacity to perform duties consistent with established guidelines and

frameworks, including coordinating and supporting others in respect to specific work functions relevant to the role.

**SC2** Demonstrated capacity to work and collaborate with others in a team environment.

**SC3** Demonstrated capacity to communicate effectively in a team environment, including high level oral and written communication skills.

**SC4** Possess the technical knowledge and expertise relevant to the position.

**SC5** Demonstrated capacity to provide advice and support to management and other school staff in respect to the work area.

**SC6** A commitment to professional learning and growth for both self and others.

<b>Visible</b>	Internal and External
<b>Description Type</b>	Responsibilities

<b>Description</b>
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- Carry out allocated activities and tasks determined by the school consistent with role description.
- Participate in planning and preparation with teachers on a regular basis.
- Participate in professional learning activities provided through this initiative.
- Participate in the ongoing evaluation of this initiative.

<b>Visible</b>	Internal and External
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## Description Type Location Profile

Mildura Senior College is an educational landmark located in the heart of Mildura, in north-west Victoria 545 kilometres from Melbourne.

The College has a student population in 2025 of 1022 enrolled students with the addition of Year 10 VCE and VET students undertaking accelerated studies. The College is one of a small number of stand-alone Senior Colleges in the state catering exclusively for Year 11 and 12 students undertaking the Victorian Certificate of Education (VCE) or Vocational Major (VM). Mildura Senior College provides access to an unparalleled level of choice in the study areas of the VCE, VM, Vocational Education and Training (VET) and University Enhancement studies. The College has a clear commitment to the Managed Individual Pathways Program providing timetabled classes and Pathways Teachers advocate for all students. This unique learning environment is highly valued by the school community, which sees it as essential to students developing skills crucial to future success.

The College boasts outstanding facilities, which include the Deakin Trade Training Centre, VM Hub, Arts Precinct, Fitness Learning Facilities and numerous undercover student recreational areas. The grounds boast three sporting ovals utilised by College students, neighbouring schools and community sporting groups.

## Description

The College is committed to providing suitable senior pathways for all senior students. We work in partnership with our neighbouring 7-10 colleges: Chaffey Secondary College, Irymple Secondary College, Merbein P-10 College, Trinity Lutheran College, Henderson College and Mildura Christian College. There is close cooperation with these colleges to support student transition and orientation. Each year approximately 30% of enrolments come from outside these neighbourhood colleges and include public, catholic and independent schools.

The College provides a young adult learning environment, and a learning philosophy built upon partnerships and strong relationships between teachers and students. Mildura Senior College provides clear pathways to further study and the workplace. Our mission is to deliver excellence in education and training opportunities for all students. Students are supported by full time careers and VET advisors, school to work coordinator, an extensive wellbeing team, student sub-school leaders and a team of staff experienced in the successful delivery of senior studies. Mildura Senior College currently has 136 members of staff including 86 teaching staff.

Mildura Senior College is an inclusive environment that has a diverse student co-hort including Koori, Pacifica and EAL students and celebrates this diversity. The Clontarf Academy is one example of a program at Mildura Senior College, targeted at reducing educational disadvantage for students.

The College is committed to Respectful Relationships and being a Safe School. The College values of **Respect, Responsibility, Resilience, Independence and Success** reflect the culture and behaviours the College aims to develop in students, to enable them to become outstanding young people as they transition on their pathways to the future.

**Visible** Internal and External  
**Description Type** Who May Apply

**Description** Individuals with the aptitude, experience and/or

qualifications to fulfill the specific requirements of the position.

**Visible Description Type** Internal and External  
Child Safe Standards

**Description** Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the department's exemplar available at:

<https://www2.education.vic.gov.au/pal/child-safe-standards/policy>

**Visible Description Type** Internal and External  
DE Values

**Description** The department's employees commit to upholding the department's Values: Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights. The department's Values complement each school's own values and underpin the behaviours the community expects of Victorian public sector employees, including those who work in Victorian Government Schools. Information on the department values is available at:

<https://www2.education.vic.gov.au/pal/values-department-vps-school-employees/overview>

## Job Postings

Description	Posting Type	Post Date	Remove Date
Internet	Internal Posting	11/08/2025	25/08/2025
Internet	External Posting	11/08/2025	25/08/2025

## Job Information

**Created By** 09638123(Heidi Earle)  
**Created** 11/08/2025  
**Opening to Fill** L(Limited Number of Openings)  
**Target Openings** 1  
**Available Openings** 1  
**Business Unit** DOEBU(Dept of Education and Training)  
**Company** DOE(Dept of Education and Training)  
**Status Code** 010 (010 Open)

**Reason for Job Opening**

**Status Date** 11/08/2025

**Date Authorized** 11/08/2025

**Fixed Term Reason Verified**

### Staffing information

**Region** AUS

**Schedule Type** Part-Time

**Work Period** DOE Weekly